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MINUTES OF THE UNIVERSITY SENATE

November 11, 2013

1. The regular meeting of the University Senate of November 11, 2013 was called to order by Moderator English at 4:03 PM.
2. Approval of the Minutes

Moderator English presented the minutes of the October 14, 2013 meeting for review.

The minutes were approved as written.

3. Report of the President

President Herbst thanked everyone for their great work done this semester. The civil complaint and lawsuit cannot be discussed, as there is civil litigation pending. President Herbst said that the university will work every day to support victims of sexual assault with great empathy and diligence. A Task Force on Civility and Campus Culture, co-chaired by Veronica Makowski and Carol Polifroni, is working on the issue of sexual harassment.

The University will be involved with President Obama's effort to develop a new rating scale for colleges. Because of UConn's affordability and quality, we should rank well. The scale is expected to be developed in 6-7 months.

President Herbst recently traveled to Israel to work with Israeli institutes on developing partnerships. Israel is a place with intense brain power concentrated in a small area and it is likely that several major research projects will ensue between UConn and Israeli faculty, as well as faculty exchanges and shared donors.

Persepolis, by Marjane Satrapi is the 2013-14 UConn Reads program book selection. *Persepolis* is a wonderful graphic memoir about Satrapi's coming-of-age in Iran during and after the Islamic Revolution. The chair of UConn Reads Selection Committee is Anne D'Alleva.

Important searches are underway for three deans: education, pharmacy, and engineering. A search is also in progress for the Director of Alumni Affairs. All searches should be completed this winter. The search for a new football coach will likely not conclude before January. Everyone is encouraged to continue to support the football team.

Senator Manheim shared that a nuclear theorist from Israel who had visited UConn during a sabbatical expressed his excitement about the President's visit. President Herbst replied that Israel is not the only country UConn wants to be involved with, but the university is excited about partnerships with Israel.

Senator Goodheart inquired about Palestine. President Herbst replied that the UConn contingent in Israel conversed with left-wing faculty and people as well. Daniel Weiner added that the country is obviously very complicated and politically charged. UConn is developing a Middle East strategy and wants to create spaces for dialogue. He noted that 20% of the population in Haifa speaks Arabic and feels the effects of boycotts. The complexity of the situation is hard to understand unless you've been there and have talked to fellow academics.

4. Senator Zirakzadeh presented the Report of the Senate Executive Committee.
(Attachments #16 & 17)

Growth and Development Committee meetings were announced:

November 14, 2013 in CLAS room 413: 11AM Michael Gilbert, Vice President of Student Affairs; 11:30AM Joshua Newton, President of the UConn Foundation

December 12, 2013 in CLAS 413: 11AM Laura Cruickshank, Master Planner and Chief Architect; 11:30 Kent Holsinger, Vice Provost for Graduate Education and Dean of the Graduate School

Senator Courchaine invited all members of the community to a USG hosted event:

“Community Dialogue on Violence, Culture, and UConn”
Monday, November 18, 2013 at 5PM
Wilbur Cross, North Reading Room.

All students, faculty, staff and administrators are welcome. Dress is casual and refreshments will be provided. This will be an organized discussion where a moderator will pose questions to those in attendance. Positions, titles and offices will be checked at door. This will be a discussion “between Huskies.”

5. Joshua Newton presented the Annual Report on the UConn Foundation.

Joshua Newton presented his 10 week reflection; November 12, 2013 marks his 10th week on the job. When he arrived, Mr. Newton had 30-, 60-, and 90-day plans to look internally within the Foundation and externally with donors. He met with the President, Provost, Vice Presidents, Vice Provosts, and every dean. He looked at the history of the Foundation--what has worked well and not worked well. He held meetings within the Foundation to assess operations. He also met with the board, former board members and chairs, and donors. He held almost 60 individual donor visits, in which he sought their feedback, advice, and counsel. The number one issue is communication, both internal to the university and external. Many donors believe that their communication is siloed in terms of what program they give to. The donor rolls are not as long as he had expected. There needs to be tighter relations between the Foundation and Alumni Association, and both parties have expressed a strong interest in partnership and collaboration.

Mr. Newton will consider organizational changes to the Foundation between now and Thanksgiving. Mr. Newton believes that he has fully assessed its, especially in terms of operations. He will look at the front-line fundraising team, each of whose members had 100+ visits with an average assignment of 220 people. He wants to change the way we engage with donors. Perhaps Foundation staff should be managing smaller case loads and developing deeper relationships. Donors say they would like to collaborate more with the University.

Mr. Newton wants to increase the number of donors and of alumni who feel engaged. Major donations are at a 6-figure level, whereas they were at the 7-figure level at his previous institution. There, people spoke of an 80/20 rule: 80% of the money came from 20% of people. At UConn, it is more like a 90/10 rule. The 7-years of the previous campaign at UConn brought in \$4.5M. It takes 231 donors to get to 51% of the total.

During his second week on the job, Mr. Newton initiated principle-gifts meetings. He has been to talking to 4-5 people per week about strategies to engage donors over the long term (18-24 months). He wants to revitalize donors' engagement with the University.

Senator Goodheart inquired as to the rationale for the purchase on Scarborough Avenue in Hartford, reported in the Hartford Courant. Mr. Newton responded that donors' desire to procure a presidential house is noted in gift records as far back as 2007. Sixteen of the gifts for this project are from the University's largest donors. At present, 21 donations have been marked for this purpose. The Hartford property will enhance our ability to raise more funds.

Senator Shultz asked about the extent to which the Foundation uses faculty as an asset. Recently, the College of Liberal Arts and Sciences asked him to meet with visiting alumni, and it was a positive experience. Because faculty can convey the exciting things happening at UConn, will Mr. Newton use the faculty more as a fundraising tool. Mr. Newton's response was that the more faculty engagement...the better. People don't give to the Foundation, they give to faculty, students, programs, departments, and schools.

Senator Manheim recollected that a few years ago, a donor wanted to help select the new football coach. Mr. Newton responded that no charitable gift, which is given philanthropically, allows a donor to decide how the gift should be utilized. This goes back to how we manage relationships.

6. Senator Gianutsos presented the Report of the Scholastic Standards Committee

VOTE on the motion to revise the By-Laws, Rules, and Regulations of the University Senate, Section II.C.1.b. Residence Requirement as modified at the October 14, 2013 Senate meeting.

Senator Gianutsos reminded the Senate that a motion was introduced at the October meeting to revise the residence requirements of freshmen. He proposed postponement of the vote until more clarification can be provided and more extensive dialog held.

The motion for postponement carried with one opposition noted.

7. Senator Schultz presented the Report of the Curricula & Courses Committee

(Attachment #18)

VOTE on a motion to revise the Definition and Criteria of Group One – Arts and Humanities in the General Education Guidelines.

Senator Schultz presented a motion to revise language in the General Education Guidelines.

Senator Manheim asked for clarification on the language that reads, "Guided by trained and experienced artists..." He inquired whether this language implies that only professors, not adjuncts, can teach courses and not an experienced artist. Further, he asked whether this change is only in and applied to Group One–Arts and Humanities. Senator Shultz responded that the intent was neither to stipulate that only faculty members can teach, nor to hold Area One to higher standards than Two through Four. Similar changes might occur with respect to the other content areas.

Senator Kaminsky was asked whether the word "trained" is superfluous given the word "experienced." Senator Shultz noted that the wording can be changed and that there is no additional training required. Part of the committee's goal was to convey an idea of best practices in each field

and to look for commonalities in what professors “brought to the table” in fields as disparate as drama, history, music, and English. The committee did find, even with the diversity of fields, that there were many commonalities. In short, the language is not intended to give an impression that extra training would be required.

Senator Spiggle asked whether the proposed change implies that an individual be trained in a discipline to teach, rather than just experienced. Further, she noted that there are artists who are experienced and accomplished, but not trained, and inquired whether they could teach. Senator Kaminsky responded that he was unable to provide an answer for the question.

Senator Polifroni noted that content area one is part of four. This change therefore constitutes a change to the entire description of what area one is. She expressed that it would make more sense to address the whole package and look at content areas 1-4 concurrently. Senator Shultz responded that similar changes were being reviewed by Curricula & Courses, and that it was not necessary for these specific changes to be embedded in larger package to be appreciated.

Senator Pratto proposed to amend the motion by changing the word “guided” to “offered”, appearing in context as: “Offered by trained and experienced artists...”

The motion to amend carried with one opposition noted.

Senator Bramble noted that it would be helpful for students to see changes in all four areas as they consider what their general education requirements would be. This would reduce conflict and confusion.

Senator Yanez proposed to amend the motion to change “trained and experienced” to “trained and/or experienced”.

The motion to amend was defeated.

Senator Bedore proposed to amend the motion by moving “scholars” to the front of the sentence: “Offered by trained and experienced scholars, articles, designers...”

Senator Kaminsky explained that the order of the list doesn’t imply hierarchy. Senator Clark supported for the amendment because most academics are scholars. Senator Bedard proposed that the question about training and experience would be answered if scholars went first. Senator Manheim noted a grammatical change.

The motion to amend carried with a majority vote.

Senator Manheim proposed a motion to refer the motion back to committee for a more comprehensive package to be developed.

Senator Pratto stated when she was on GEOC, it initially considered this issue. In her opinion, thousands of hours of interviews with faculty were undertaken, and the development of the proposal was not an easy task. She therefore opposed the motion to refer the motion back to the committee.

The motion to refer back to committee was defeated.

Moderator English presented the motion as amended by Senators Pratto and Bedore to the University Senate for vote.

Group One - Arts and Humanities

Definition of Arts and Humanities for General Education:

Arts and Humanities courses should provide a broad vision of artistic and humanistic themes. Offered by trained and experienced scholars, artists, designers, musicians, playwrights, actors, and writers, courses in Content Area 1 enable students to explore their place within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human values and practices. Education in the arts and humanities challenges students by introducing them to ideas rooted in evaluation, analysis, creative thought, ambiguity, and knowledge framed by process, context and experience.

The broadly-based Content Area 1 category of Arts and Humanities includes study in many different aspects of human endeavor. In areas traditionally included within the Arts, students explore modes of aesthetic, historical and social expression and inquiry in the visual arts, multimedia arts, the dramatic arts, music and/or analytical and creative forms of writing. Students come to appreciate diverse expressive forms, such as cultural or symbolic representations, belief systems, and/or communicative practices, and how they may change over time. In areas traditionally included within the Humanities, students engage in modes of inquiry relating to literature, history, philosophy, communication, theology or culture.

Criteria

Courses appropriate to this category introduce students to and engage them in at least one of the following:

- Investigations and historical/critical analyses of human experience;
- Inquiries into philosophical and/or political theory;
- Investigations into cultural or symbolic representation as an explicit subject of study;
- Comprehension and appreciation of written, visual, multi-modal and/or performing art forms;
- Creation or reenactment of artistic works culminating in individual or group publication, production or performance.

Courses bearing 3 or more credits in this category must be supplemented by written, oral and/or performative analysis or criticism.

The motion as amended carried.

8. Consent Agenda Items

1. Report of the Nominating Committee

(Attachment #19)

2. Report of the Curricula & Courses Committee

(Attachment #20)

The Senate approved the Consent Agenda Items as posted.

9. Lysa Teal presented the Annual Report of the Vice President and Chief Financial Officer on the University's Budget.

(Attachment #21)

L. Teal reported that UConn is not provided with fringe rates until June of the upcoming fiscal year, and that our current fringe increased more than anticipated.

FY14 is a revised budget plan. The university plans to keep its commitments even with the tight budget. Between FY13 and FY14, there was a small reduction in state support and an increase in salary and wages. State support was reduced for financial aid, but the University covered the difference.

Senator Pratto noted that the total financial aid amount is an aggregate figure and asked whether L. Teal had information per student. L. Teal responded in the negative, but that she could provide this information.

Senator Shultz referred to the last page of report, where there is a reference to an increase in the operating budget, and asked whether there is an agreement with state on increases in enrollment. Ms. Teal responded that part of Next Generation Connecticut pertains to capital investment and also operating investment. With the capital investment, there is a list of broad categories of things that the university wants to do. With regard to the operating budget, the increase is to handle the growing numbers of students at Storrs and the regionals.

Senator Zirakzadeh expressed concern for graduate programs. He noted that faculty in non-STEM fields are pleased with new faculty hires, but non-STEM graduate programs have been shrinking. He also noted that page five includes increased freshmen enrollment support and asked if this includes course coverage. L. Teal responded in the positive. Senator Zirakzadeh then asked whether the support will go to GAs or adjuncts. L. Teal responded that the money will be allotted to schools and colleges and that she does not know the type of instructor who will be hired. Senator Reis explained the new courses will be taught primarily by APIRs and adjuncts, and that a minority of money will go to graduate students. For schools and colleges, the majority went to CLAS, but CANR and Engineering also received funds.

Senator Zirakzadeh asked about page 13 of the report: planned investments and increased support for course coverage. He inquired how the money will be spent, whether it will be used to increase graduate programs. Senator Reis replied that the money will go directly to colleges. She added that UConn needs continued support from the legislature for the operating budget in order to meet its enrollment target.

Senator Manheim noted that on page six, a \$30.9M loss is noted – yet on page seven, state support increase is listed at \$18M. Furthermore, on page 12, the growth in salaries and benefits is \$23M. His understanding was that when salary cuts were accepted, the state agreed to cover the cost of this year's increase. He asked whether the state fully fund the negotiated pay raise. He further asked if the \$30M shortfall means we cannot pursue vigorous hiring next year. L. Teal explained that when the state reduces the university's budget, the state does not say it is not funding a particular item. There is just a negative number. Therefore, we cannot know whether the state is funding the salary increase—there is just an overall lower number. Also, the state never covers all salaries. It only covers certain employees. The new positions included staff. The difference in the fringe rate growth is partly covered by state, partly not.

Senator Manheim noted his understanding that the new medical package was supposed to bend the curve of the increase. L. Teal responded that the state tells her what we have to pay and we pay that. The figure is not just medical, retirement benefits are included. The increase in retirement plans was

higher than medical. The university is planning for another increase in FY15. Last year it received budget information the last week in June, so the university will have to plan liberally in hopes it covers fringe rates. The university fully intends to hire additional faculty and staff.

10. There was a motion to adjourn.

The motion was approved by a standing vote of the Senate.

The meeting adjourned at 5:40PM.

Respectfully submitted,
Jill Livingston
Health Sciences Librarian
Secretary of the University Senate

The following members and alternates were absent from the November 11, 2013 meeting:

Accorsi, Michael	Darre, Michael	Luxkaranayagam, Brandon
Aindow, Mark	Dey, Dipak	Markus, Etan
Ammar, Reda	DiGrazia, Lauren	Rana, Parth
Armstrong, Lawrence	Donahue, Amy	Rios, Diana
Barreca, Regina	Ego, Michael	Salamone, John
Becker, Loftus	Faustman, L. Cameron	Scruggs, Lyle
Beer, Dianne	Gilbert, Michael	Seemann, Jeffrey
Bontly, Thomas	Googins, Kara	Skoog, Annelie
Bradford, Michael	Harris, Sharon	Teitelbaum, Jeremy
Brown, Scott	Holz-Clause, Mary	Torti, Frank
Bushmich, Sandra	Hussein, Mohamed	Visscher, Pieter
Charrette, Jason	Jain, Faquir	Volin, John
Chazdon, Robin	Kendig, Tysen	von Hammerstein, Katharina
Choi, Mun	Libal, Kathryn	
Cobb, Casey	Love, Cathleen	

**Report of the Senate Executive Committee
to the University Senate
November 11, 2013**

The Senate Executive Committee has met twice since the October 14th meeting of the University Senate.

On November 1st the Senate Executive Committee first met for an hour to exchange views on pressing issues and emerging issues at the University. Topics included:

- the need to aggressively promote the University's academic and scholarly achievements;
- the upcoming actions, organized by students, to promote awareness of the problem of sexual abuse, assault, and misogyny on campus;
- perceptions (warranted or not) of unequal treatments of so-called STEM and non-STEM graduate and undergraduate programs;
- and the possible reasons for and implications of the recent Stage 1 water alert.

The Committee also pooled ideas for a possible theme for the spring TAFS meeting, for possible speakers, and for a format that will maximize communication between members of different constituencies. I will share those ideas with the President and with Chair of the Board of Trustees Academic Affairs Committee in early December.

Then the Committee for an hour met in closed session with Provost Choi.

Afterwards, the SEC met with the Chairs of the Standing Committees for 90 minutes to plan for the agenda of this meeting and to coordinate the activities between the committees. We were informed that, among other things:

- The Senate's Diversity Committee is looking closely at the topic of retention of faculty, staff, and administrators from historically under-represented groups.
- The Student Welfare Committee is examining issues related to bunched finals and, also, is continuing to study the problem of a possible misogyny on campus (this topic arose in the committee even before the most recent widely reported allegations of sexual abuse).
- The Faculty Standards Committee is examining tentative proposals from the administration to standardize PTR criteria across academic units and to incorporate research faculty into the provost stage of PTR review.
- Courses and Curriculum Committee is reviewing ideas to update expectations and goals for informational literacy courses so that they are more appropriate for the twenty-first century, and to help differentiate disciplines' gatekeeper courses from courses aimed at promoting general-education.

- The Senate's Curricula and Courses Committee and its Scholastic Standards Committee continue to jointly refine a course-syllabi motion that tentatively is scheduled to be presented to the Senate this year, possibly early in the spring semester.

As always, I encourage all Senators and all members of the University Community who are interested in these topics to speak with the chairs of the relevant standing committees.

Some committees have public hearings. For example, the guests of the Growth and Development committee for this semester are list on the slide. Please attend if you are interested, because in these smaller settings fruitful and sustained exchanges can occur.

On November 8, the SEC met for an hour with Vice Provost and Chief Information Officer Michael Mundrane to discuss his vision for the development of the University's information infrastructure and his range of responsibilities (including policies on cameras used for safety).

Then the Committee met in closed session with President Herbst for an hour.

Afterwards, the Committee met with key administrators for an hour and a half. Among the topics that were raised:

- Provost Choi discussed new initiatives to promote diversity recruitment and also discussed the future role of the Provost's Commission on Institutional Diversity, which hereon will work with Vice Provost Ogbar.
- Vice President Kendig discussed current efforts to coordinate news communication through a newly established Communications and Marketing Council. This commission is not intended to curtail academic unit's efforts to advertise and promote themselves. He also announced the recent efforts to hire a staff person who specializes in writing and disseminating research-related news.
- Vice President Locust discussed some recent technical problems that students face in when using the Common Application program to apply on-line. These problems are nationwide (not a UConn problem), and Vice President Locust has taken steps to minimize the problems through the use of a fall-back on-line application program. He also announced the enrollment targets for next year. The target for Storrs will be 3550 first year students (which is 200 students fewer than the number of first-year students accepted for fall 2013), and 1400 first-year students at all of the regional campuses combined (which is one hundred students above the 2013 target). Vice President Locust also discussed current efforts to revise the Orientation program for first-year students so that information about civility, policies regarding the reporting of and punishments for sexual misconduct, and legal rights are conveyed more clearly.
- Vice President Seemann discussed recent actions by his office to help faculty make connections with industry and create product and enhance job creation. He also discussed the hiring of a contract negotiator who will help schools and colleges sign

contracts that are not only financially beneficial whose conditions do not violate University policies.

- Vice President Gray described the challenges posed by the 2015 budget. Some of these are the consequences of unforeseen fringe liabilities. He also discussed the planning of four charging stations for electrical vehicles.

In addition to these meetings, there was a meeting on November 6, 2013 of a small ad hoc group – which included the Senate’s two SEC reps to academic affairs, the executive director of AAUP (who is a former SEC chair and repeated member of the Committee of Three), two other previous SEC chairs from a decade ago, two other Committee of Three members from a decade ago, T. Gifford, and C. Zirakzadeh – met for 90 minutes to discuss the history of changes in Committee of Three procedures and duties over the past 15 years. As a reminder: the functions and procedures of the Committee of Three are set by the Board of Trustees in the University’s By-Laws (they are not part of the University Senate’s By-Laws and cannot be made by the Senate alone).

The participants at the ad hoc Committee of Three meeting agreed that some surprising and major changes in the working of the Committee of Three were made, often without Senate endorsement or consultation, over the past 15 years (including this fall). Why the changes were made is unclear, as are the methods by which the changes were formally introduced to the Board of Trustees, discussed at the Board of Trustees meeting, and voted by the Board of Trustees.

These past decisions, however, are water under the bridge. Part of the reason that the group recommends not looking further into the sources of past changes is that currently, there is no formal, carefully and clearly delineated procedure for changing the University’s By-Laws, for proposing changes, or for notifying affected parties of changes. The amending process for the University’s by-laws is pretty informal with no specific proposal and review process according to which the authors of the specific changes are identified, the consultation process is cited, or the reasons for changes are articulated. Therefore, such information is nowhere to be found in a written, recorded form. This, by the way, is also true about the University Senate: there are informal, customary practices for changing by-laws, but no official, detailed written rules about how to amend the Senate’s by-laws.

Rather than looking backwards, the ad hoc committee has decided to look forwards. In its opinion, substantive changes are probably needed in the Board of Trustees rules about the Committee of Three. In particular, it seems wise (1) to return to having the committee report directly to the President and not to the Provost; and (2) to contemplate ending duplication of effort in having the Committee of Three pick a new “Committee of Five” whenever the Committee of Three concludes from extensive study that a grieving faculty member’s procedural rights have been violated. In addition, the ad hoc group is going to respectfully ask the Board of Trustees that from now on, all proposed BoT by-law changes that affect faculty hiring, promotion, and dismissal be brought in a timely fashion to the attention of both the Senate and the AAUP.

Report of the Senate Executive Committee
to the University Senate
November 11, 2013
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The next step is for the Senate Executive Committee to ask the Faculty Standards Committee to start working on proposed changes regarding the Committee of Three, and to ask the Board of Trustees reps for the Senate start working with Board of Trustees' academic advisory committee on formalizing how by-laws are changed when existing rules governing faculty hiring, promotion, and firing are affected. The Senate will be asking the Provost's Office and the President's Office to help and to share their judgments and perspective as these changes are initiated.

I now will turn the floor to Senator Courchaine, who will announce an upcoming forum to encourage a campus-wide conversation about problems of on-campus sexual abuse and assault.

This concludes my report.

Respectfully submitted,
Cyrus Ernesto Zirakzadeh
Chair, Senate Executive Committee
November 11, 2013

Community Dialogue on Violence, Culture and UConn

ATTACHMENT #17

13/14 - A - 99

- 5:00 Monday, November 18th
- Wilbur Cross, North Reading Room
- All students, faculty, staff and administrators are welcome to attend
- A variety of refreshments will be available
- Dress is casual
- Positions, titles and offices will be checked at the door

Report of the Curricula & Courses Committee to the University Senate November 11, 2013

Proposed Changes in the General Education Guidelines Definition of Arts and Humanities for General Education and Criteria for Content Area 1 Courses

(Approved by GEOC on 4/17/2013 and by Senate Courses and Curricula Committee as further amended on 10/30/2013)

Justification:

Co-chairs of the 2012-2013 CA1 subcommittee (Francoise Dussart and Peter Kaminsky, with the help of graduate assistant Zareen Thomas) conducted a thorough assessment of representative CA1 courses, including thirteen hour-long interviews with CA1 instructors that were selected to represent different disciplines as well as course format. Analysis of assessment results suggested that the definition of and criteria for CA1 courses should be amended to better reflect diversity in teaching methods, and common pedagogical themes, challenges, and objectives across the arts and humanities.

Markup version:

C. Criteria for Specific Content Areas and Competencies

Group One - Arts and Humanities (Markup)

Definition of Arts and Humanities for General Education:

Arts and Humanities courses should provide a broad vision of artistic and humanistic themes. ~~These courses should enable students themselves to study and understand the artistic, cultural and historical processes of humanity. They should encourage~~ Guided by trained and experienced artists, designers, musicians, playwrights, actors, writers and scholars, courses in Content Area 1 enable students to explore ~~their own traditions and~~ their places within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human ~~languages and cultures.~~ values and practices. Education in the arts and humanities challenges students by introducing them to ideas rooted in evaluation, analysis, creative thought, ambiguity, and knowledge framed by process, context and experience.

The broadly-based Content Area 1 category of Arts and Humanities includes ~~courses study~~ in many different aspects of human endeavor. In areas ~~of exploration~~ traditionally included within "the Arts ~~and Literature,~~" students ~~should~~ explore modes of aesthetic, ~~human~~ historical and social expression and inquiry in the visual arts, multimedia arts, the dramatic arts, music and/or analytical and creative forms of writing. Students come to appreciate diverse expressive forms, such as cultural or symbolic representations, belief systems, and/or communicative practices, and how they may change over time. ~~that develop within cultures and are delivered through (a) visual~~

~~arts (painting, sculpture, architecture, etc.), (b) dramatic performances (live theatre, video and film performances, dance, etc.), (c) musical composition and performance, and/or (d) writing in various literary forms.~~ In areas of exploration traditionally included within "the Humanities," students engage in modes of inquiry ~~should explore areas of knowledge and analysis~~ relating to literature, human history, philosophy, communication, theology or culture.

~~The primary modes of exploration and inquiry within the Arts and Humanities are historical, critical, and aesthetic. The subject matter of courses in Group One should be approached and analyzed by the instructor from such artistic or humanistic perspectives.~~

Criteria:

Courses appropriate to this category ~~must, through historical, critical and/or aesthetic modes of inquiry,~~ introduce students to and engage them in at least one of the following:

- ~~1.~~ Investigations and historical/critical analyses of human experience;
- ~~2.~~ Inquiries into philosophical and/or political theory;
- ~~3.~~ Investigations into cultural or ~~the modes of~~ symbolic representation as an explicit subject of study;
- ~~4.~~ Comprehension and appreciation of written, visual, multi-modal graphic and/or performing ~~ance~~ art forms;
- ~~5.~~ Creation or reenactment ~~"re-creation"~~ of artistic works culminating in individual or group publication, production or performance.

Courses bearing 3 or more credits in this category must be supplemented by written, oral and/or performative analysis or criticism ~~Three credit courses in this category must be supplemented by written/ or oral and/or performative analysis/criticism.~~

Amended version:

Group One - Arts and Humanities

Definition of Arts and Humanities for General Education:

Arts and Humanities courses should provide a broad vision of artistic and humanistic themes. Guided by trained and experienced artists, designers, musicians, playwrights, actors, writers and scholars, courses in Content Area 1 enable students to explore their place within the larger world so that they, as informed citizens, may participate more fully in the rich diversity of human values and practices. Education in the arts and humanities challenges students by introducing them to ideas rooted in evaluation, analysis, creative thought, ambiguity, and knowledge framed

by process, context and experience.

The broadly-based Content Area 1 category of Arts and Humanities includes study in many different aspects of human endeavor. In areas traditionally included within the Arts, students explore modes of aesthetic, historical and social expression and inquiry in the visual arts, multimedia arts, the dramatic arts, music and/or analytical and creative forms of writing. Students come to appreciate diverse expressive forms, such as cultural or symbolic representations, belief systems, and/or communicative practices, and how they may change over time. In areas traditionally included within the Humanities, students engage in modes of inquiry relating to literature, history, philosophy, communication, theology or culture.

Criteria

Courses appropriate to this category introduce students to and engage them in at least one of the following:

- Investigations and historical/critical analyses of human experience;
- Inquiries into philosophical and/or political theory;
- Investigations into cultural or symbolic representation as an explicit subject of study;
- Comprehension and appreciation of written, visual, multi-modal and/or performing art forms;
- Creation or reenactment of artistic works culminating in individual or group publication, production or performance.

Courses bearing 3 or more credits in this category must be supplemented by written, oral and/or performative analysis or criticism.

Nominating Committee Report to the University Senate

November 11, 2013

1. We move to appoint the following faculty and staff members to the named committee effective immediately with a term ending June 30, 2014.

Susanna Cowan to the Scholastic Standards Committee

Matthew Hughey to the Diversity Committee

2. For the information of the Senate, the Undergraduate Student Government has appointed the following students to the named committees:

Danielle Bergmann to the Growth & Development Committee

Joshua Essick to the Enrollment Committee

Domenica Ghanem to the Diversity Committee

Cody Grant to the Curricula & Courses Committee

Colin Ng to the General Education Oversight Committee

Ari Solomon to the Student Welfare Committee

Lotaya Wright to the Curricula & Courses Committee

3. For the information of the Senate, the Graduate Student Senate has appointed the following students to the named committees:

Kwabena Amponsah to the Diversity Committee

Respectfully submitted,
Andrea Hubbard, Chair
Rajeev Bansal
Pamela Bramble

Marie Cantino
Cameron Faustman
Katharina von Hammerstein

**University Senate Curricula and Courses Committee
Report to the Senate
November 11, 2013**

I. The Curricula and Courses Committee recommends approval to ADD the following new 1000 or 2000 level courses

A. CHEG 1200 Introduction to Food Science and Engineering

Proposed Catalog Copy

Three credits. Not open to ENGR or CHEG students. Recommended preparation: high school algebra and chemistry. Mustain, Ma, Burkey

Introduction to the chemistry and engineering concepts related to the commercial and personal preparation of various foodstuffs, including meats, dairy, baking, and beverages. In-class demonstration and small laboratory projects.

B. HIST 1600. Introduction to Latin America and the Caribbean

Proposed Catalog Copy

(Also offered as LAMS 1190). Three credits.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture.

C. LLAS 2011W: Introduction to Latino-American Writing and Research

Proposed Catalog Copy

Three credits. Open to sophomores or higher. Recommended preparation: 1000-level introductory course on Latino or Latin American Studies. Prerequisite: ENGL 1010 or 1011 or 2011.

Transnational academic research and writing on the Latino-American experience.

Interdisciplinary approaches, historical background of Latino American studies.

D. MARN 1160 Introduction to Scientific Diving

Proposed Catalog Copy

Two credits. Godfrey.

Introduction to scuba diving history, physics and physiology of diving, dive planning, open-circuit diving equipment, and marine environments. Open-water diving certification possible with successful completion of course. Approved medical questionnaire and liability waiver required. Additional course fee may be required.

E. NRE 2600 Global Sustainable Resources

Proposed Catalog Copy

Three credits.

Sustainable management of natural resources across cultural, political, and ecological boundaries. Topics include marine and fresh waters, forests, food production, and urban development.

F. PHAR 1005 Molecules in the Media

Proposed Catalog Copy

Three credits. Three 1 hr lecture periods. Not open to pharmacy students in the Professional Program.

Introduction to the fundamental concepts of chemistry and biology within the context of common molecules discussed in the media. Major topics include the structure and function of essential biological macromolecules, the mechanisms through which various molecules regulate natural processes, and the design and development of synthetic small molecules as therapeutic agents.

G. SOCI 2101 Sports and Society

Proposed Catalog Copy

Three credits. Open to sophomores or higher.

Sports as an institution and its impact on society. Gender, race, and class inequality in sports. Cultural, economic, political, and legal influences on sports at the professional, intercollegiate, scholastic, and recreational levels.

H. URBN 2301Q Research Methods and Analysis in Urban and Community Studies

Proposed Catalog Copy

Three credits. Prerequisites: STAT 1000Q or 1100Q. Open to sophomores or higher.

An introduction to research methods and analysis techniques useful in understanding urban issues and assessing public and non-profit social programs.

II. The Curricula and Courses Committee recommends approval to REVISE the following 1000 or 2000 level courses

A. LAMS 1190 Introduction to Latin America and the Caribbean (title, course description, cross listing, content areas)

Current Catalog Copy

LAMS 1190. Perspectives on Latin America (190)

A multidisciplinary course including geography, indigenous peoples, colonization and nation formation; society, politics, economy, and culture of contemporary Latin America and its place in the world. CA2. CA 4-INT.

Revised Catalog Copy

LAMS 1190. Introduction to Latin America and the Caribbean (Also offered as HIST 1600). Three credits.

Multidisciplinary exploration of the historical development of such aspects of Latin America and the Caribbean as colonization and nation formation; geography and the environment; immigration and migration; race, ethnicity, and gender in society, politics, economy, and culture. CA1. CA4-INT.

B. LAMS 1190W Introduction to Latin American and the Caribbean (title, content areas)

Current Catalog Copy

LAMS 1190W. Perspectives on Latin America

(190W) Prerequisite: ENGL 1010 or 1011 or 2011. CA2. CA4-INT.

Revised Catalog Copy

LAMS 1190W. Introduction to Latin America and the Caribbean

Prerequisite: ENGL 1010 or 1011 or 2011. CA1. CA4-INT

C. URBN 2000 Introduction to Urban Studies (title)

Current Catalog Copy

URBN 2000 Introduction to Urban Studies

(230) Three credits.

Introduction to the analysis of urban development with particular stress on those problems pertinent to the American central city.

Revised Catalog Copy

URBN 2000 Introduction to Urban and Community Studies

(230) Three credits.

Introduction to the analysis of urban development with particular stress on those problems pertinent to the American central city.

III. The Curricula and Courses Committee recommends approval to DELETE the following 1000 or 2000 level courses

- A. EEB 2210 Animal Models and Human Evolution

IV. The Curricula and Courses Committee and General Education Oversight Committee approved the following courses for inclusion in Content Area 1 Arts and Humanities

- A. DRAM 1811 Dance Appreciation
- B. HIST 1600 Introduction to Latin America and the Caribbean
- C. SPAN 3267W The Spanish American Short Story

V. The Curricula and Courses Committee and General Education Oversight Committee approved the following course for inclusion in Content Area 2 Social Sciences

- A. ANTH 1010 Global Climate Change and Human Societies

VI. The Curricula and Courses Committee and General Education Oversight Committee approved the following course for inclusion in Content Area 3 Science and Technology

- A. CHEG 1200 Introduction to Food Science and Engineering

VII. The Curricula and Courses Committee and General Education Oversight Committee approved the following courses for inclusion in Content Area 4 Diversity and Multiculturalism (International)

- A. ANTH 1010 Global Climate Change and Human Societies
- B. HIST 1600 Introduction to Latin America and the Caribbean
- C. NRE 2600 Global Sustainable Resources

VIII. For the information of the Senate, the Curricula and Courses Committee and General Education Oversight Committee approved the following course for inclusion in Content Area 4 Diversity and Multiculturalism (non-International)

- A. LLAS 2011W Introduction to Latino-American Writing and Research

IX. The Curricula and Courses Committee and General Education Oversight Committee approved the following 3000- and 4000-level courses for inclusion in the W Competency

- A. AH 4297W Honors Thesis in Allied Health Sciences

Proposed Catalog Copy

Three credits. Prerequisite: ENGL 1010 or 1011 or 2011; instructor consent required. Open only to Department of Allied Health Sciences students, juniors or higher.

Completion of written thesis based on student-designed honors research project under supervision of a faculty advisor.

- B. ANSC 4312W Scientific Writing in Advanced Animal Nutrition

Proposed Catalog Copy

One credit. One class period. Prerequisite: ENGL 1010 or 1011 or 2011; open to juniors or higher. Co-requisite: ANSC 4311.

A writing-intensive class integrated with course content in ANSC 4311

- C. NURS 4597W Senior Thesis in Nursing

Proposed Catalog Copy

Three credits. Hours by arrangement. Prerequisite: ENGL 1010 or 1011 or 2011; at least 9 credits of NURS 4299. Open only to Honors students; instructor consent required.

Writing a thesis based upon a student's independent research project.

X. The Curricula and Courses Committee and General Education Oversight Committee approved offering the following General Education courses online in intersession:

- A. ART 1000 Art Appreciation (CA1)

Note

This course was previously given provisional approval and has now been granted full approval

- B. CAMS 1102 Roman Civilization (CA1)

- C. GEOG 1000 Introduction to Geography (CA2)

XI. For the information of the Senate, the Curricula and Courses Committee approved offering the following new S/U graded course:

- A. DMD 4081 Digital Media Internship

Proposed Catalog Copy

Variable 3 -12 credits. Open to Digital Media & Design majors and minors, others by instructor consent. May be repeated for a maximum of 12 credits. A minimum GPA of 2.0 and Instructor and Department Head consent required. Students taking this course will be assigned a final grade of S (satisfactory) or U (unsatisfactory).

Supervised professional experience in the student's field of study.

XII. The University Interdisciplinary Courses Committee approved offering the following INTD Special Topics course for one offering in the Spring 2014:

A. UNIV 3995 Special Topics: Individualized Study Across Academic Disciplines

XIII. The Curricula and Courses Committee and General Education Oversight Committee recommend Proposed Changes in the General Education Guidelines, modifying Definition of Arts and Humanities for General Education and Criteria for Content Area 1 Courses

Proposed as a separate motion

Respectfully Submitted by the 13-14 Senate Curricula and Courses Committee:

Eric Schultz – Chair, Pamela Bedore, Marianne Buck, Rosa Chinchilla, Michael Darre, Dean Hanink, Andrea Hubbard, Kathleen Labadorf, Maria Ana O'Donoghue, Jeffrey Ogbar, Annelie Skoog, Daniel Mercier, Deborah McDonald, Casey Cobb, Cody Grant, Lotaye Wright

11-08-13



University Senate

Operating Budget Presentation

November 11, 2013

FY13 Financial Impacts

■ Revenues

- Unexpected reduction in State support: 5% rescission - \$15 M ↓
- Tuition increase to support faculty hiring plan – 5.5% ↑

■ Expenses

- No wage increases but higher fringe benefit rates - \$13.9M ↑
- Favorable prices and less usage resulted in energy savings - \$4.0M ↓
- Increase in financial aid met needs of new & continuing students ↑
- Continuation of university-wide savings efforts - \$5M ↓

FY13 Financial Highlights

	Budget (\$M)	Actual Unaudited (\$M)	Variance (\$M)
Revenues	\$1,053.9	\$1,053.1	(\$0.8)
Expenses	<u>1,054.9</u>	<u>1,052.7</u>	(2.2)
Gain/Loss	(\$1.0)	\$0.4	\$1.4
Use of Reserves	<u>1.0</u>		
Net Gain/Loss	\$0.0	\$0.4	

FY14 Budget & Beyond: Guiding Principles

- The State of Connecticut has and continues to be generous in its support of the University
- The University has made commitments to faculty & students based on current and assumed economic conditions
- The University, like many state agencies, has received reductions in State funding as a result of a persistent economic recession and the State's commitment to a balanced budget
- The University will keep its commitments in the face of the economic challenges by efficiently utilizing its assets and through the continued management of expenses

FY14 Revised Budget Plan

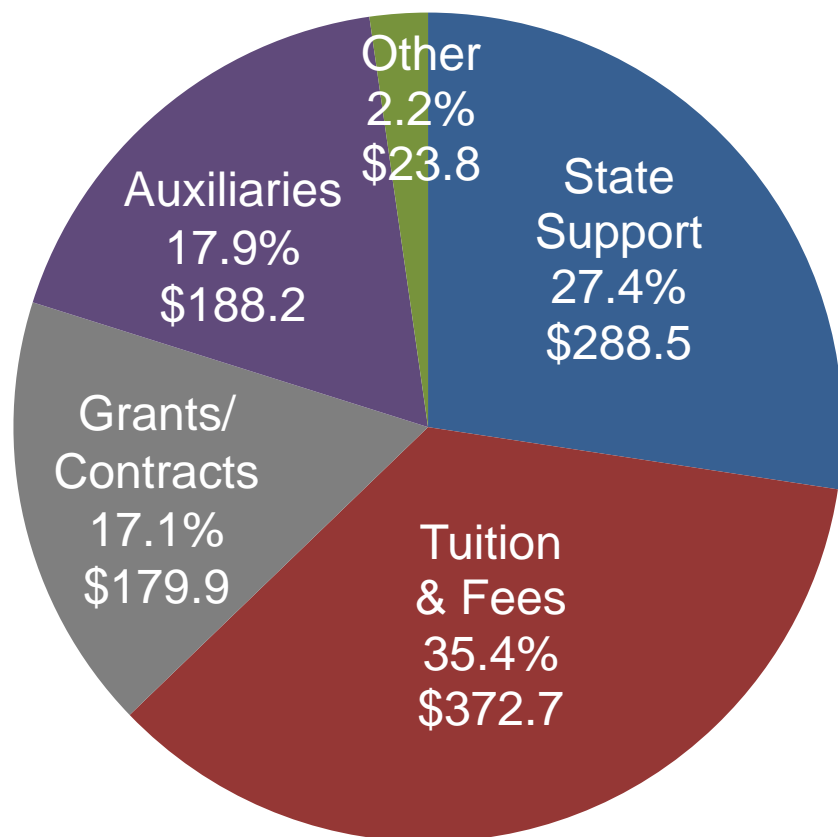
- Funding Initiatives
 - Investments in academic programming, international programs, diversity efforts, and ombudsman ↑
 - Increased tuition funded financial aid to meet needs of students - \$5.2M ↑
 - Tuition increase to support year #2 of faculty hiring plan – 6.25% ↑
 - Increased freshman enrollment support - \$3.0M ↑
 - Wage increases & higher fringe benefit rates - \$70.1M ↑
 - Continuation of university-wide savings efforts - \$11.2M ↓

FY14 Revised Budget Plan

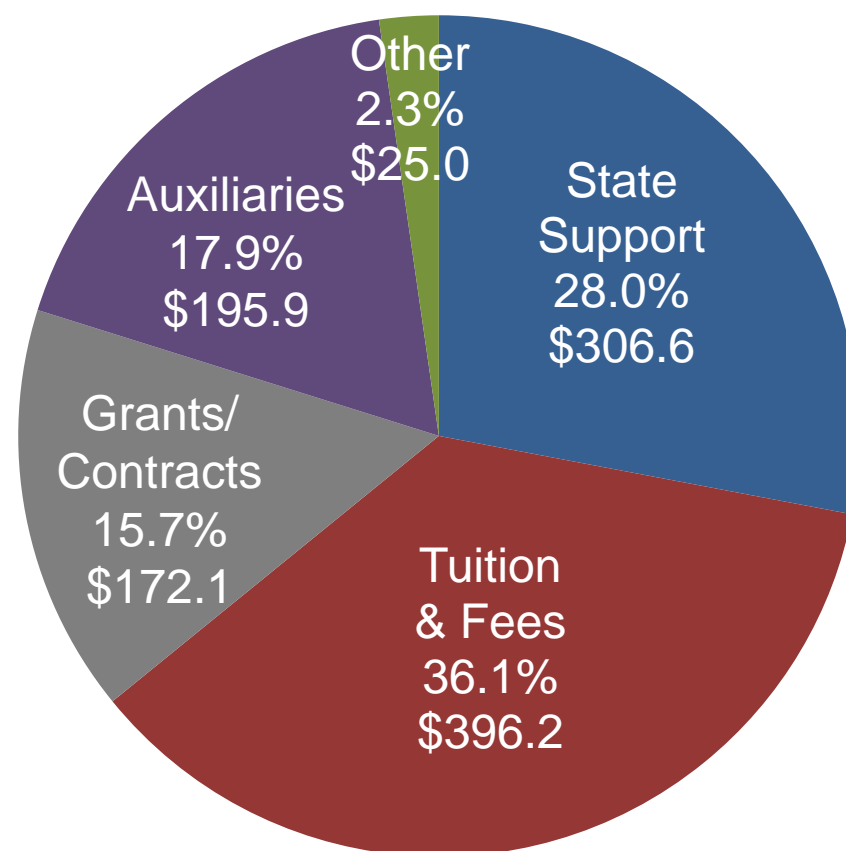
	FY13 Actual Unaudited (\$M)	FY14 Revised Budget (\$M)	Increase over FY13 (\$M)
Revenues	\$1,053.1	\$1,095.8	\$42.7 / 4.1%
Expenses	<u>1,052.7</u>	<u>1,126.7</u>	\$74.0 / 7.0%
Loss	\$0.4	(\$30.9)	
Use of Reserves		<u>30.9</u>	
Net Loss	\$0.4	\$0.0	

Revenues

FY13 Actual Unaudited
\$1,053.1 M

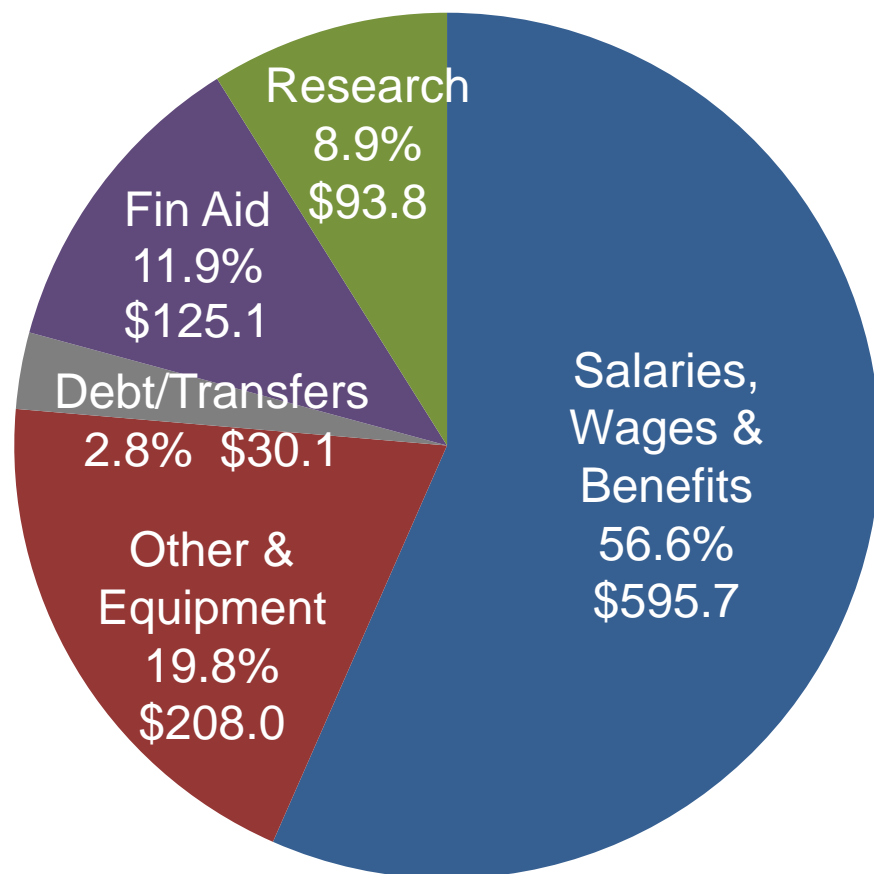


FY14 Revised Budget
\$1,095.8 M

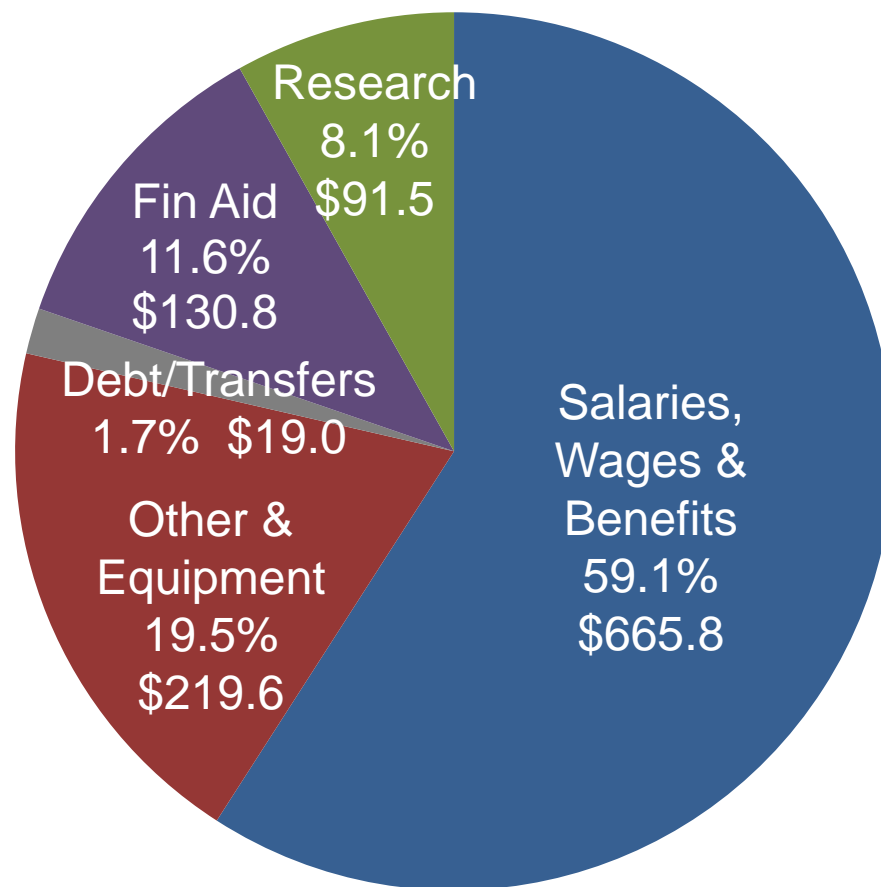


Expenses

FY13 Actual Unaudited
\$1,052.7 M



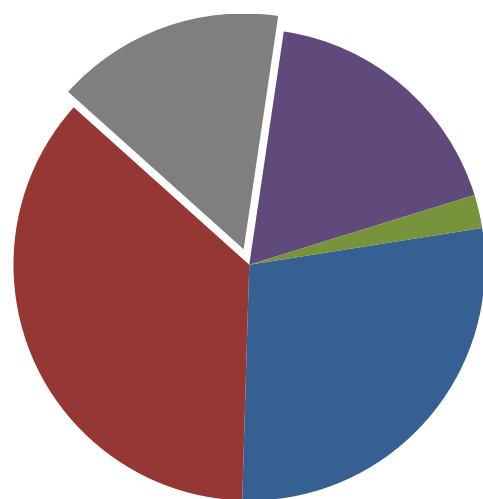
FY14 Revised Budget
\$1,126.7 M



Cost of Education

- Top 25 Best Values in Public Colleges – *Kiplinger's Personal Finance*
- UConn ranks 19th among elite public institutions with highest freshman retention rate
- UConn ranks 30th among 395 institutions with regard to return on investment
- UConn ranks 51st in the percentage increase in tuition over the past 6 years

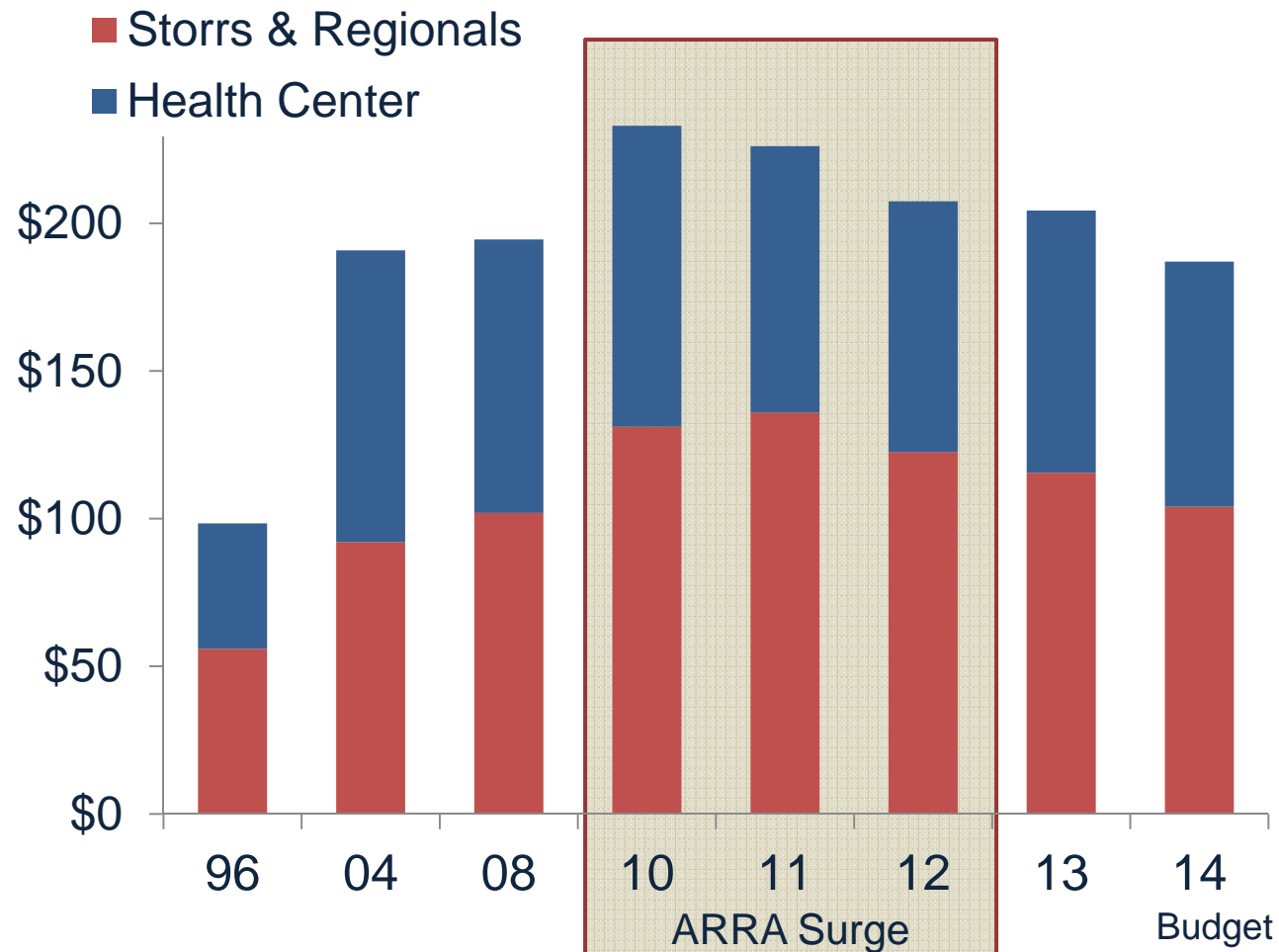
Research



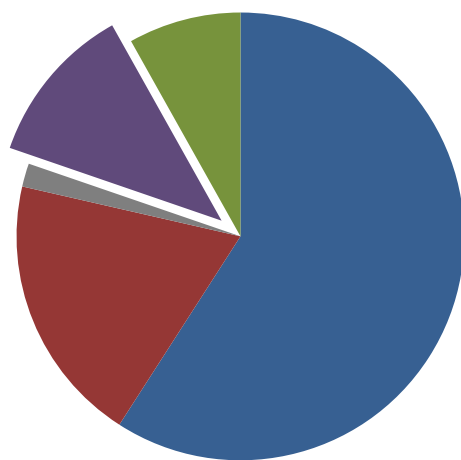
Grants & Contracts
15.7%

\$172.1 M

Research Awards (\$M)



Financial Aid

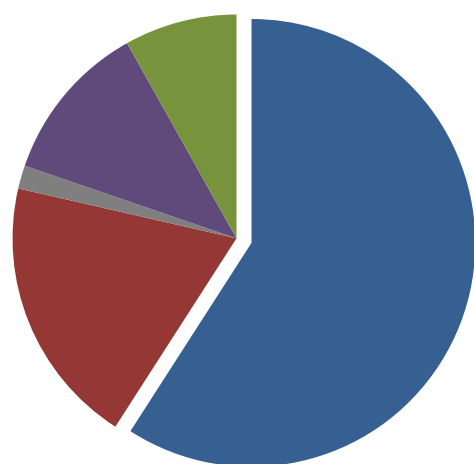


Financial Aid
11.6%

\$130.8 M

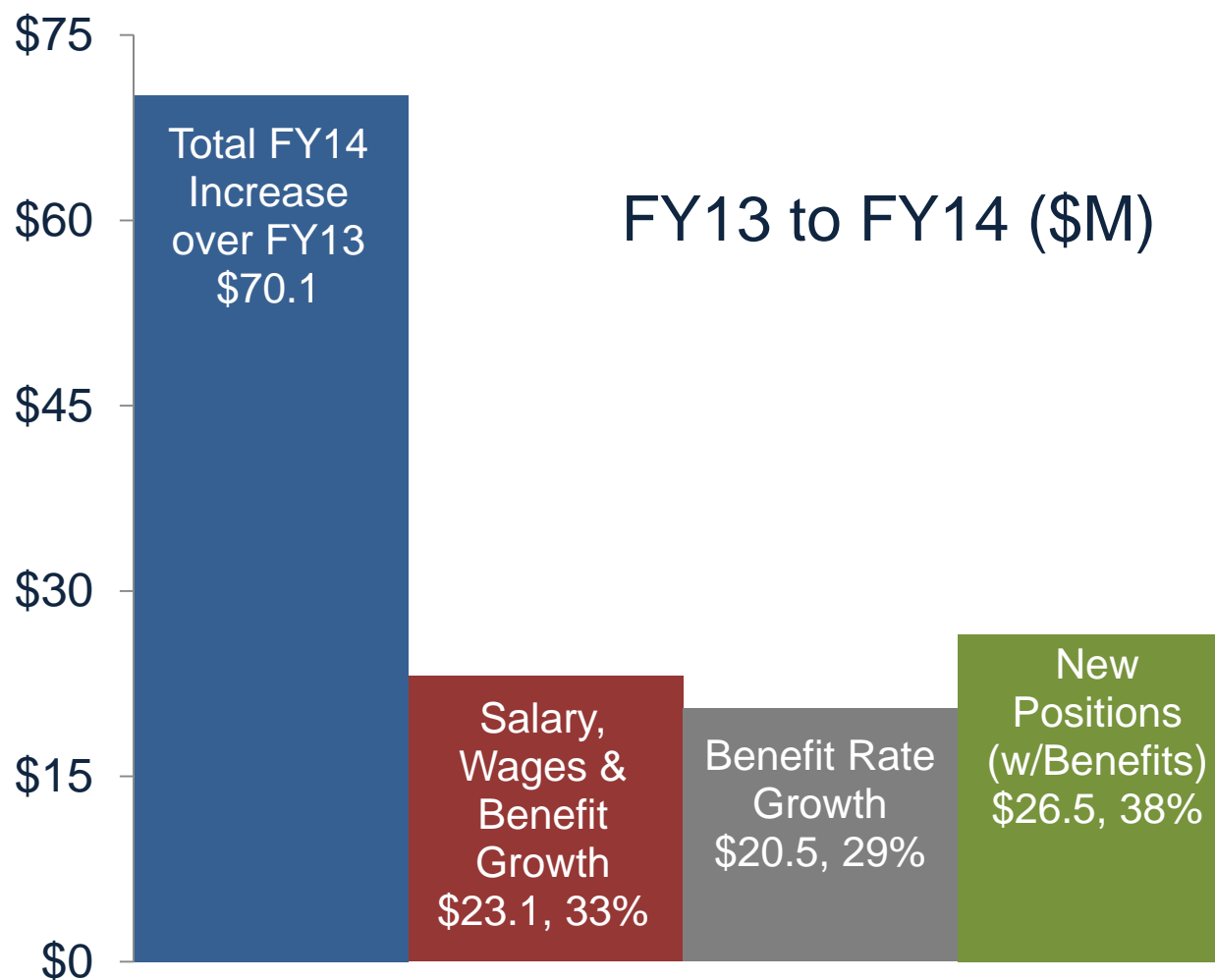
Financial Aid included in Budget (\$M)	FY12 Actual	FY13 Actual	FY14 Budget	FY12-FY14 % Change
Tuition Funded Need Based Aid	\$47.5	\$49.1	\$52.9	11%
Tuition Funded Scholarships	23.0	25.4	26.9	17%
Other Scholarships	5.1	4.7	5.2	2%
State Aid	10.7	9.5	9.3	-13%
Federal Aid	23.0	23.6	23.1	0%
Private Aid	11.8	12.8	13.4	14%
Total	\$121.1	\$125.1	\$130.8	9%

Growth in Salaries, Wages & Benefits



Salaries,
Wages &
Benefits
59.1%

\$665.8 M



Planned Investments

■ Academic Programs

- New degrees in digital media & business programs
- Expansion in engineering, biology & chemistry to support & prepare for new STEM initiatives
- Additional resources for honors and other diversity efforts
- Increased support for course coverage to meet the needs of a larger freshman class

■ Facilities

- Funds for Water Reclamation Facility operations
- McKinsey recommended positions, equipment & renovations
- Funds for increased maintenance needs university-wide

■ Public Safety

- Funds provided to support emergency management and security assessment to ensure the safety of the University community

Future Year Challenges

- Faculty Hiring Plan
 - Reduced State support & philanthropy
- No layoffs of unionized employees
- Across the board salary increases in FY14 – FY16
- McKinsey recommendations
 - Many savings opportunities require initial investment
- *Next Generation Connecticut*
 - Level of State support in out years uncertain
 - Scholarships require a 4 year commitment

Next Generation Connecticut Overview

- \$1.5B capital investment over 10 years
- \$137M increase in operating budget by 2024
 - FY15 is \$2.4M less than requested
- Goals and Objectives:
 - Develop pre-eminence in the University's research and innovation programs
 - Hire and support outstanding faculty
 - Train and educate graduates to meet the future workforce needs of Connecticut
 - Initiate collaborative partnerships with industries that lead to technological breakthroughs